Accommodations Toolkit

Signed Administration: States' Accessibility Policies, 2023

This summary of states' accessibility policies for **signed administration** is part of the *Accommodations Toolkit* published by the National Center on Educational Outcomes (NCEO). [1]The toolkit also contains a summary of the research literature on signed administration (/nceo/accommodations-toolkit/signed-administration-research).

Accessibility policies often have several tiers of accessibility features: universal features, designated features, and accommodations.[2] Figure 1 summarizes how states included signed administration in their accessibility policies for students with disabilities in 2023. Figure 2 summarizes how states included signed administration in their accessibility policies for English learners in 2023. Table 1 shows how signed administration was included in the policies, while Table 2 contains additional details and specifications.

Figure 1. States' Accessibility Policies for Students with Disabilities for Signed Administration, 2023

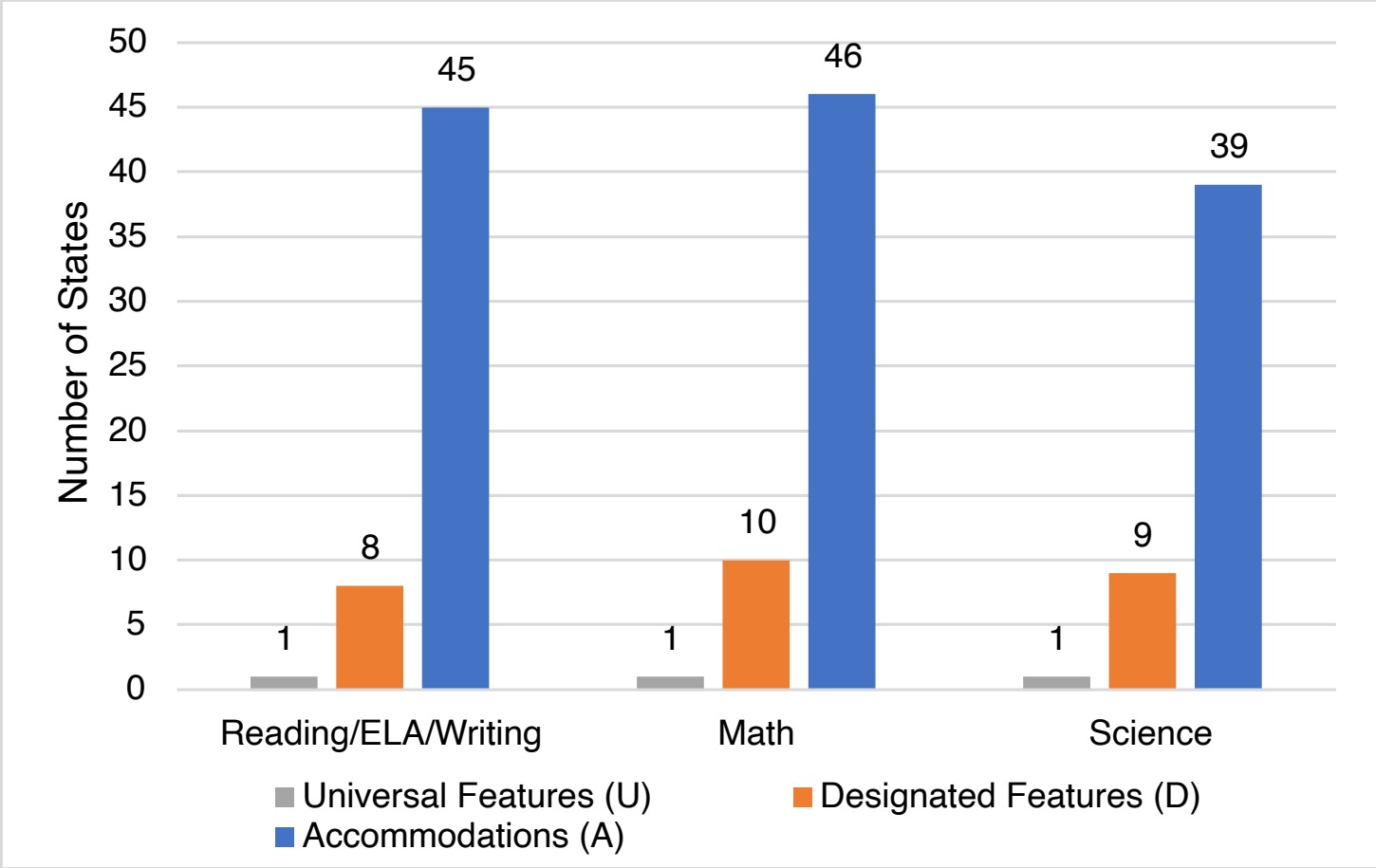

Figure 2. States' Accessibility Policies for English Learners for Signed Administration, 2022

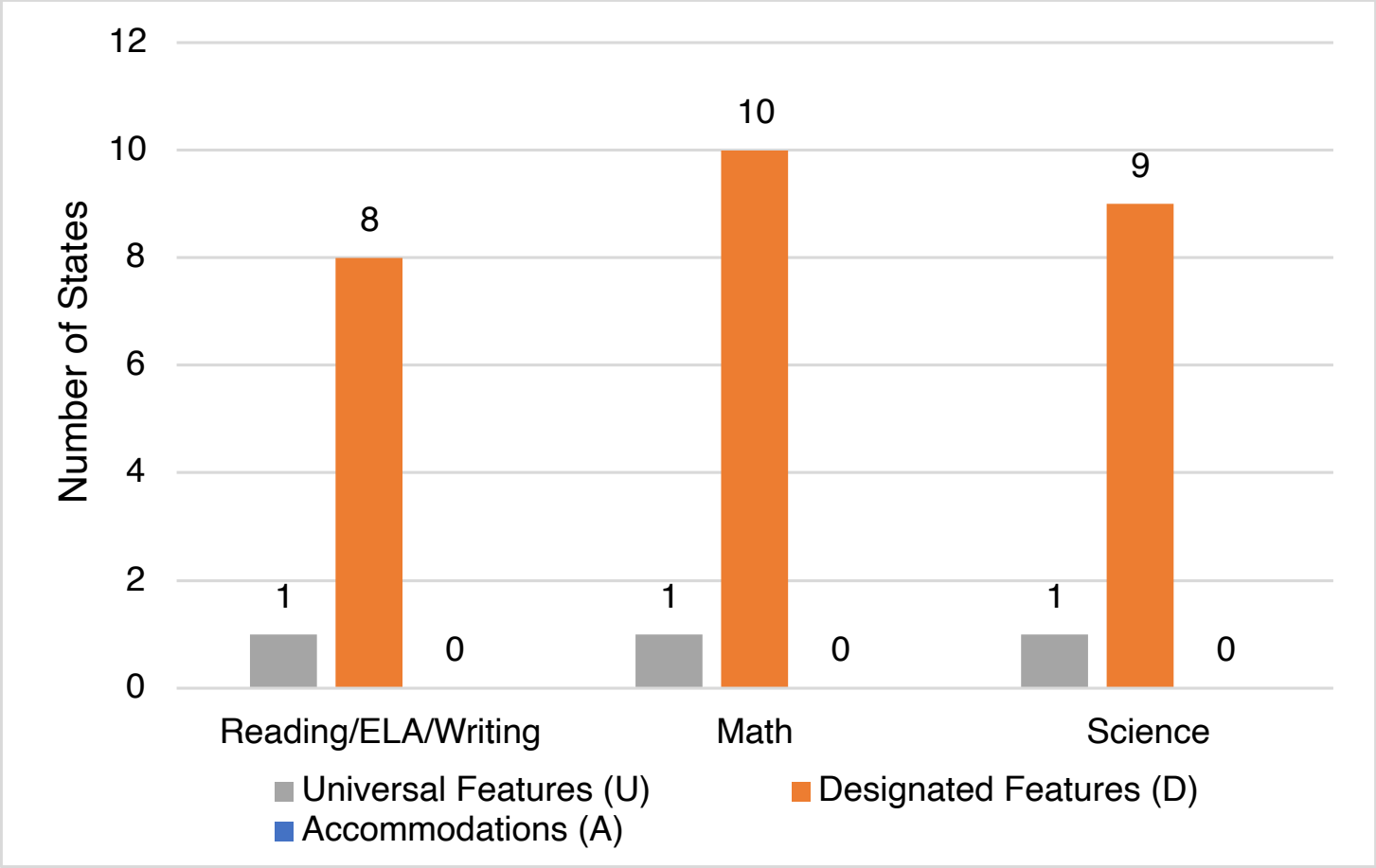

Table 1. Accommodations Policies for Signed Administration by State, 2023

U = Universal Feature, D = Designated Feature, A = Accommodation, ELA = English Language Arts, X = Allowed, SD =

State	Reading/ELA/Writing			Math	
	U	D	A	U	
Alabama			SD		
Alaska			SD		
Arizona			SD		
Arkansas		X	SD		X
California			SD		
Colorado					
Connecticut			SD		
Delaware			SD		
District of Columbia			SD		X

Florida			SD		
Georgia			SD		
Hawaii			SD		
Idaho			SD		
Illinois		X	SD		X
Indiana			SD		
Iowa			SD		
Kansas			SD		
Kentucky					
Louisiana					
Maine			SD		
Maryland			SD		X
Massachusetts		X	SD		
Michigan			SD		

Minnesota					
Mississippi			SD		
Missouri			SD		
Montana			SD		
Nebraska			SD		
Nevada		X	SD		X
New Hampshire		X	SD		X
New Jersey			SD		X
New Mexico			SD		
New York			SD		
North Carolina					
North Dakota			SD		
Ohio			SD		

Oklahoma			SD		
Oregon			SD		
Pennsylvania		X	SD		X
Rhode Island			SD		
South Carolina			SD		
South Dakota		X	SD		X
Tennessee			SD		
Texas		X			X
Utah	X		SD	X	
Vermont			SD		
Virginia			SD		
Washington			SD		
West Virginia			SD		

Wisconsin			SD		
Wyoming			SD		
Total (Students with Disabilities)	1	8	45	1	
Total (English Learners)	1	8	0	1	

Table 2. Details and Specifications: States' Signed Administration Accessibility Policies

State	Details/Specifications

Alabama	**Accommodation:** Sign language (directions only): Description: This accommodation is for students who are deaf or hard of hearing and who typically use sign language to communicate. Setting: Large Group, small group, or individual (see Set Up below). NOTE: Refer to the Alabama Comprehensive Assessment Program Integrity Handbook for Test Administration for the requirements and responsibilities of a Sign Language Interpreter. Considerations/Constraints: The student must have an IEP or Section 504 Plan. Set Up: • The Sign Language Interpreter may provide this accommodation in a large group setting; however, the Sign Language Interpreter and the student must be positioned in an area that is away from the view of the other students, so as not to distract from their testing experience. • The Sign Language Interpreter must not talk to or visit with testing staff. • The Sign Language Interpreter must sign verbatim exactly the words read by the Test Administrator. • The Sign Language Interpreter must never clarify, elaborate, paraphrase, or provide assistance to the student. • The Sign Language Interpreter must remain in the room for the duration of the test. Sign language (test items): Description: This accommodation is for students who are deaf or hard of hearing and who typically use sign language and who meet the criteria for an Oral Presentation (Read Aloud) accommodation. Setting: Individual. NOTE: Refer to the Alabama Comprehensive Assessment Program Integrity Handbook for Test Administration for the requirements and responsibilities of a Sign Language Interpreter. Considerations/Constraints: ▪ Student must have an IEP or Section 504 Plan. ▪ This test is untimed. Set Up: ▪ Signing Test Items is only allowed for math, science, and Sessions 1 and 3 of the ELA test. ▪ This accommodation requires a Test Administrator and a Proctor. The Sign Language Interpreter will act as the Proctor. ▪ This accommodation requires an Oral Presentation: Human Reader Script for the Test Administrator to read aloud for the Sign Language Interpreter. ▪ The student will respond independently, directly into the test engine. Specific Guidance: Human Reader Scripts will be shipped to the district based on the assignment of the "Sign Language: Test Items" accommodation in the DRC INSIGHT Portal. ▪ The Reader Scripts are considered secure test materials and must be treated as such from receipt by the DTC to their return to DRC upon completion of testing. Please refer to the guidance for the handling of paper test materials in the ACAP Summative Test Administration Manual. ▪ The Reader Scripts will contain detailed information and instructions for the administration of a Human Reader accommodation. ▪ The Sign Language Interpreter must sign directly verbatim (word for word) as it is read by the Test Administrator as printed in the test booklet. ▪ The Sign Language Interpreter must not alter, emphasize, or add words. The Sign Language Interpreter must not clarify or provide additional information, assist, or influence the student's selection of a response in any way. ▪ The student can ask for anything to be repeated as many times as necessary. ▪ The Sign Language Interpreter may repeat test items and response options, as requested,

	according to the needs of the student. ▪ The Test Administrator must not rush through the test and should ask the student if they are ready to move to the next item. ▪ If the student chooses an answer before the Sign Language Interpreter has signed all the answer choices, the Sign Language Interpreter must ask if the student wants the other response options to be read. ▪ After the Sign Language Interpreter finishes signing a test item and all response options, the Sign Language Interpreter must allow the student time to pause before responding. If the pause has been lengthy, say: "Do you want me to sign the question or any part of it again?"
Alaska	**Accommodation (ELA, Math):** American Sign Language videos: Students may play a signed video of the text in questions and answer choices. Reading passages will not be signed to the student. **Accommodation (Science):** Signing to student: Directions, science items. Interpreters must read and sign a Test Security Agreement and may not provide additional information to student, such as drawing pictures
Arizona	**Accommodation:** American Sign Language (ASL): Available only on the Writing portion of the computer-based ELA test. Available on the entirety of the AzSCI and AASA Mathematics computer-based assessments. ASL requires the use of a different test form that must be indicated in PearsonAccess Next (PAN). ADE will set up the ASL test session in PAN for students approved for the ASL test form.

Arkansas	**Designated Feature/Accommodation:** Interpreter: A qualified individual who orally (or visually) translates for the examinee. Designated Support when orally (or visually) translating the verbal instructions using American Sign Language (ASL), Signing Exact English (SEE), and cued speech. English Learner Support when translating the verbal instructions into the examinee's native language. Accommodation when translating the test directions and test items using Signed Exact English (SEE), American Sign Language (ASL), and cued speech following the Reader's Script. Recommended usage: Examinees with a hearing impairment who use sign language as their primary mode of communication. Notes: When authorized to sign the entire test, the interpreter follows the Reader's Script verbatim, without adding explanation using Signing Exact English (SEE), American Sign Language (ASL), or cued speech. Graphics and images may not be described, but all text labels inside graphics may be translated as needed. When signing test items, this must be a one-to-one administration. For examinees with hearing impairments, you may copy the verbal instructions found in the Room Supervisor administration manual to provide to the examinee to read. Recommend providing extra time. Requires the interpreter to sign an agreement (found in the Test Coordinator manual) on test day
California	**Accommodation:** American Sign Language (ASL): A student can access test content that is translated into an embedded ASL video. A person who is an ASL signer and the signed test content are viewed on the same screen. A student may view portions of the ASL video as often as needed. For the ELPAC, this is available for the Listening domain only. Because alternate assessments are administered in a one-on-one setting, this resource is not applicable to the CAAs or the Alternate ELPAC.

Colorado	**Accommodation (Math, Science):** Signed Presentation for Math and Science – Sign System/Language: The following information applies to math and science assessments. Signed presentation for math and science is available to a student who is unable to decode printed or tactile code and receives signed presentation of text during instruction and classroom assessment. Signed presentation is available to students with an IEP or 504 plan only, with a documented diagnosis of hearing impairment and whose primary mode of communication is a sign system/language. Note: Contact CDE Assessment regarding ELA/CSLA. Any modification of the assessment is a misadministration and will result in an invalid score. A trained Test Administrator may sign the entire test to a student who is unable to decode text. Administration on a 1:1 basis is recommended (i.e., one Test Administrator to one student). A student should have the option of asking a signer to slow down or repeat text. Test Administrators must follow the physical script and may not read from a test book or device screen. Signer/oral scripts are secure; return scripts to the vendor after testing. Interpreters interpret the Auditory/Signer Script for Translation in the sign language/system typically used with the student (ASL, PSE, or SEE) during instruction. The Auditory/Signer Script for Translation and any notes made to facilitate sign language system/interpretation are secure testing materials. Interpreters may have supervised access to the script four working days prior to administration to ensure they are familiar with the content terminology and with the appropriate practices associated with this accommodation. Interpreters must use interpretation techniques and tools that do not compromise the security of the assessments or provide an unfair advantage over any other student. Instructions for early access are found in 3.3.1 Training Plan under Accessibility Features and Accommodations Training. Interpreters must make sure signs do not provide information that would cue the student to the correct answer. Interpreters must not clarify, elaborate, or provide assistance with the meaning of words. Note: While it is anticipated that most students are able to complete a testing session within the standard testing time even with this accommodation, due to the nature of auditory and signed presentation and the need to repeat questions and answers as requested, an auditory/signer script testing session may take additional time.

Connecticut	**Accommodation (ELA, Math):** American Sign Language Video (ELA-Listening, Math) (Grades 3-8) (Not available for science): Test content in Smarter Balanced Assessments is translated into an American Sign Language (ASL) video. The ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed. Some students who are deaf or hard of hearing, and who typically use ASL, may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio in a listening test. **Accommodation (Requires a Special Documented Accommodations Petition):** Human Signer/ Visual Support for ELA, Math, and/or Science Items: This sign language accommodation for the Smarter Balanced and NGSS Assessments allows a qualified test administrator to sign or provide visual language support for the test directions and/or test content to a student who is deaf or hard of hearing. Students are tested individually and, if necessary, a sign language interpreter may assist in test administration by providing directions and clarifying information as allowed in the Smarter Balanced Test Administration Manual and the NGSS Test Administration Manual. **Accommodation (ELA) (Requires a Special Documented Accommodations Petition):** Human Signer/Visual Support for ELA Reading Passages (Grades 3-8): The Human Signer for ELA Reading Passages is a sign language accommodation for the Smarter Balanced ELA Reading Passages allowing a qualified test administrator to sign or provide visual language support for the reading passages to a student who is deaf or hard of hearing with a print disability. Students are tested individually and, if necessary, a sign language interpreter may assist in test administration by providing directions and clarifying information as allowed in the Smarter Balanced Test Examiner's Manual.

Delaware	**Accommodation (ELA, Math):** American sign language video: ELA listening and Math items: Test content is translated into ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed. Science and Social Studies: Students can view a video in which a person translates the item text to ASL. The video can be viewed multiple times. Human Interpreter – Visual Communication: An adult with the necessary qualifications provides translation/interpretation of the math test using cued speech or signed English to a student with disabilities (IEP or 504). See Appendix C-6 for the Protocol for Native Language/Visual Communication Translator. Reading passages may not be translated through visual communication. Complete Appendix A-3.

District of Columbia	**Accessibility Feature (Designated Feature) (Math):** Human Reader for Mathematics and DC Science Assessments, or Human Signer for the Mathematics Assessments: Before Testing: • Identification for SR/PNP: • Student's SR/PNP must have Human Reader/Human Signer selected. A student MUST be manually placed into a Human Reader test session to provide the Human Reader accessibility feature. This will assign all students in the test session the same form as the Test Administrator and will match the Human Reader Script. Students in these sessions cannot have other PNP form supported accommodations such as Text-to-Speech (TTS), American Sign Language (ASL), Closed Captioning (CC), Assistive Technology – Screen Reader, Assistive Technology Non-Screen Reader. Important: Students must be placed in a test session identified as 'Proctor Reads Aloud' in PearsonAccess Next; failure to do so will result in the student receiving a form that differs from the form needed to provide the accessibility feature. • The Test Administrator will be assigned a separate authorization login to access the same form as all students within the Human Reader session and also receive a secure Human Reader Script. Materials: Human Reader Script for Mathematics or Science Test Administrator Training: Human Readers and Human Signers providing this accessibility feature must review: • The Human Reader Script, at least two school days prior to testing. Review of the Human Reader Script must occur in a SECURE ENVIRONMENT. • Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts/Literacy (ELA/L) Assessments, and the Human Reader Accessibility Feature for Mathematics and Science Assessments. • Appendix L: Human Signer Guidelines (signers only). During Testing: A Test Administrator (Human Reader or Human Signer) reads aloud to a student using the provided Human Reader Script. The student must be tested in an individual or small group setting. Small groups should only be used if all students are able to work at approximately the same pace. The number of students in a small group is determined at the state level. After Testing: Human Reader Scripts contain secure item content and should be handled as secure test materials. Test Administrators should return materials to Test Coordinators. Test Coordinators must return the Human Reader Scripts with the nonscorable materials. **Accommodation (ELA):** Text-to-speech/American Sign Language (ASL) Video (ELA/Literacy Assessments, including items, response options, and passages): Before Testing: • Purpose: The purpose of the embedded text-to-speech, ASL video, and Human Reader/Human Signer accommodation for the PARCC ELA/ literacy assessment is to provide access to printed or written texts on the PARCC ELA/literacy assessments for a very small number of students with print-related disabilities who would otherwise be unable to participate in the assessment because their disability severely limits or prevents their ability to access printed text by decoding. This accommodation is not intended for students reading

somewhat (i.e., only moderately) below grade level. • Identification for SR/PNP: The student's SR/PNP must have text-to-speech, ASL Video, or Human Reader/Human Signer selected to activate the features on the platform. Once a student is placed into a session, the student will be assigned a form with embedded text-to-speech, or ASL Video.

Human Reader/Human Signer: Students must be placed in a test session identified as 'Proctor Reads Aloud' in PearsonAccess Next; failure to do so will result in the student receiving a form that differs from the form needed to provide the accessibility feature. The proctor will be assigned a separate authorization login to access the same form as all students within the Human Reader session. The student will now have access to volume control in the secure TestNav environment, and volume can be adjusted throughout the test. Tools for Identification: IEP teams/504 Plan Coordinators should use the decision-making tool available in Appendix D: Text-to-Speech, ASL Video, or Human Reader/Human Signer Guidance for English Language Arts/Literacy (ELA/L) Assessments to inform their decision-making. Materials: Read Aloud Kits, which include one copy of the student test booklet and answer document and an extra test booklet for Test Administrators (Human Reader/Signer). Note: A Human Reader Script is not provided for ELA/literacy. Test Administrator Training: Test Administrators providing this accommodation must review: • Read Aloud Kits at least two school days prior to paper-based testing, with kits provided to schools for this purpose. Review of Read Aloud Kits must occur in a SECURE ENVIRONMENT. • Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts/Literacy (ELA/L) Assessments, and the Human Reader Accessibility Feature for Mathematics and Science Assessments. • Appendix I: PARCC ELA Audio Guidelines. • Appendix L: Human Signer Guidelines (signers only). • Appendix M: PARCC and DC Science Assessments for Students with Visual Impairments, Including Blindness. • Refer to the Text-to-Speech Tutorial on https:// dc.mypearsonsupport.com/tutorial/ for training on functionality. • ELA has Text Plus Graphics only—Reads all printed text and the hidden alternate text descriptions for images. During Testing: A student receives an audio representation of the ELA/literacy assessment either through embedded text-to-speech, embedded ASL video, or a Human Reader/Signer. For Human Reader, the Test Administrator will need to reference Appendix I: PARCC ELA Audio Guidelines. Note: If headphones are not used for text-to-speech, or the student has a Human Reader or Signer, the student must be tested in a separate setting. Important Guidelines on identifying students for these accommodations: IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying students to receive these accommodations on the ELA/literacy assessments. If all guidelines are NOT met, and the student is given the text-to-speech, ASL video, or Human Reader/Human Signer accommodation on a PARCC English language arts/literacy (ELA/L) assessment, the student's assessment score may be invalidated and the score would not be counted in the overall assessment results (i.e., the student would be considered a "non-participant" for the English language

arts/literacy (ELA/L) assessment.) In making decisions on whether to provide a student with this accommodation, IEP teams and 504 Plan Coordinators should consider whether the student has: • Blindness or a visual impairment and has not learned (or is unable to use) braille; OR • A disability that severely limits or prevents them from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text); OR • Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation. Before listing the accommodation in the student's IEP or 504 plan, teams/coordinators should consider whether: • The student has access to printed text during routine instruction through a reader, other spoken-text audio format, or signer; • The student's inability to decode printed text or read braille is documented in evaluation summaries from locally administered diagnostic assessments; and the student receives ongoing, intensive instruction and/or interventions in the foundational reading skills to continue to attain the important college and career-ready skill of independent reading. Decisions about who receives this accommodation will be made by IEP teams and 504 Plan Coordinators. For a student who receives one of these accommodations, no claims should be inferred regarding the student's ability to demonstrate foundational reading skills (i.e., decoding).

Speech-to-Text/Human Scribe/Human Signer/Assistive Technology Device (ELA/Literacy Constructed Response Options): Before Testing: • Identification for SR/PNP: Student's SR/PNP must have Speech-toText, Human Scribe, Human Signer, or Assistive Technology Device selected. • If you plan to use a Chromebook or iPad as a third-party external assistive technology device, contact your state for additional guidance. Materials: External device provided by the student, if needed. Test Administrator Training: Test Administrators providing the scribe accommodation must review: • Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses. • Appendix L: Human Signing Guidelines (signers only). • Check your state policy in Appendix C of the Test Coordinator Manual to see if there are additional requirement for the use of the Human Scribe accommodation for ELA/Literacy. Note: If a student is using an allowable 3rd party external Assistive Technology that provides speech-to-text functionality that will interact with TestNav, the student must also be registered for Assistive Technology Non Screenreader to allow the assistive technology to work. Assistive technology, including speech-to-text software, should be tested during an Infrastructure Trial. If during the Infrastructure Trial the specific device will not interact with TestNav, a secondary testing device to run the external device software will be needed. Some speech-to-text software will not interact with TestNav, and users should set up a separate, adjacent testing station; the student will use two testing stations, one device with the test and one device with the familiar software. Reference the Assistive Technology Guidelines available at the following link https://dc.mypearsonsupport.com/documents/. During Testing: Student dictates

responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. The student must be familiar with any assistive technology external device used for test administration. Note: TestNav does not have embedded Speech-to-Text functionality—students must use allowable Assistive Technology or an external third party device (responses must be transcribed). After Testing: • Responses must be transcribed exactly as dictated/signed (e.g., the human scribe/signer may not change, embellish, or interpret a student's responses when transcribing) into the student's standard test booklet or answer document. Only transcribed responses will be scored. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol. • Test Administrators are responsible for collecting all nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded. Important Guidelines for identifying students to receive these accommodations: IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying a student to receive this accommodation. If all guidelines are NOT met, and the student is given the Human Scribe accommodation on a PARCC English language arts/literacy (ELA/L) assessment, the student's assessment score may be invalidated and the score would not be counted in the overall assessment results (i.e., the student would be considered a "non-participant" for the English language arts/literacy [ELA/L] assessment.) In making decisions whether to provide the student with this accommodation, IEP teams and 504 Plan Coordinators should consider whether the student has: • A physical disability that severely limits or prevents the student's motor process of writing through keyboarding; OR • A disability that severely limits or prevents the student from expressing written language, even after varied and repeated attempts to teach the student to do so. Before listing the accommodation in the student's IEP or 504 plan, teams/coordinators should also consider whether: • The student's inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments; • The student routinely uses a scribe for written assignments; and • The student receives ongoing, intensive instruction and/or interventions to learn written expression, as deemed appropriate by the IEP team or 504 Plan Coordinator.

Accommodation (Math):

American Sign Language (ASL) Video for the Mathematics Assessments: Before Testing: • Identification for SR/PNP: Student's SR/PNP must have American Sign Language (ASL) Video selected. Once a student is placed into a test session, the student will be assigned an ASL Video form. If a student does not use ASL, a human interpreter and separate test setting will be required. • Student Training: It is highly recommended that students

review the American Sign Language Math Dictionary prior to testing. This video is available at https://dc.mypearsonsupport.com/documents/. • Test Administrator Training: Human signers should refer to the online PARCC American Sign Language Math Video Glossary for guidance on how to deliver mathematics symbols and terms. This video is available at https://dc.mypearsonsupport.com/documents/. During Testing: The student views an embedded video of a human interpreter for the mathematics assessments. The student may pause and resume the video but cannot adjust the pace.

Human Signer for Test Directions: Before Testing: • Identification for SR/PNP: Student's SR/PNP must have Human Signer for Test Directions selected. Test Administrator Training: Human Signers must review: • Test Administrator Scripts included in the Test Administrator Manuals. • Appendix L: Human Signer Guidelines (signers only). During Testing: A human signer will sign the test directions to a student. The student may either be tested in a small group or a separate setting based on the student's experiences during classroom assessments.

Accommodation (ELA, Math):

Speech-to-Text/Human Scribe/Human Signer/Assistive Technology Device (ELA/Literacy Selected Response Options, Mathematics Response Options): Before Testing: • Identification for SR/PNP: Student's SR/PNP must have Speech-to-Text, Human Scribe, Human Signer, or Assistive Technology Device selected. • Materials: External device provided by the student, if needed. If the student uses speech-to-text software, such as Dragon® Naturally Speaking, then a separate computer must be provided; one to run the assessment on TestNav and a second computer to run the software. TestNav 8 does not contain embedded speech-to-text software. Test Administrator Training: Test Administrators providing the scribe accommodation must review: • Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses. • Appendix L: Human Signing Guidelines (signers only). Note: Check your state policy in Appendix C of the Test Coordinator Manual to see if there are additional requirement for the use of the Human Scribe accommodation for ELA/Literacy. Note: If a student is using an allowable 3rd party external Assistive Technology that provides speech-to-text functionality that will interact with TestNav, the student must also be registered for Assistive Technology Non Screen reader to allow the assistive technology to work. • Assistive technology, including speech-to-text software, should be tested during an Infrastructure Trial. If during the Infrastructure Trial the specific device will not interact with TestNav, a secondary testing device to run the external device software will be needed. Some speech-to-text software will not interact with TestNav, and users should set up a separate, adjacent testing station; the student will use two testing stations, one device with the test and one device with the familiar software. • Reference the Assistive Technology Guidelines available at the following link:

	https://dc.mypearsonsupport.com/documents/. During Testing: Student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. The student must be familiar with any assistive technology external device used for test administration. Note: TestNav does not have embedded Speech-to-Text functionality—students must use allowable Assistive Technology or an external third party device (responses must be transcribed). After Testing: • Responses must be transcribed exactly as dictated/signed (e.g., the human scribe/signer may not change, embellish, or interpret a student's responses when transcribing) into the student's standard test booklet or answer document. Only transcribed responses will be scored. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol. • Test Administrators are responsible for collecting all paper nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.
Florida	**Accommodation:** American Sign Language (ASL) videos and Closed Captioning for FSA ELA Reading Retake audio content are available for eligible students who have these accommodations identified in their IEPs or Section 504 Plans. Dual monitors may be set up for an American Sign Language (ASL) accommodation, where the student will work on one monitor and have the ASL translator work from the other. Signed presentation may be provided for directions, prompts, items, and answer choices. Passages in Writing and ELA Reading tests may not be signed to students. Passages in Mathematics, Science, EOC assessments, or the FCLE may be signed. The test administrator or proctor may sign directions, prompts, items, and answer choices using the same method of sign language that the student regularly uses in the classroom but must be careful not to use signs that might lead the student to a correct response. In such cases, fingerspelling may be used as an alternative. Directions, prompts, items, and answer choices may be signed as many times as a student requests. For oral or signed presentation, the test administrator or proctor may sign or read aloud allowable portions of the tests to the student in the manner that is regularly used in the classroom. Examples of allowable oral/signed presentation include, but are not limited to, reading/signing all allowable portions without request by a student and reading/signing only when a student requests.

Georgia	**Accommodation:** Video (ASL only) or Interpreter (ASL only): Read/Sign directions and items only. Interpreter (ASL only): Read/Sign directions, items, and ELA passages (See American Sign Language guidelines and requirements).
Hawaii	**Accommodation (ELA, Math):** American Sign Language (ASL) (ELA CAT listening items and Smarter Balanced math items): Test content is translated into ASL video for Smarter Balanced (SB) ELA CAT listening items and SB math items. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed. • Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. • The use of this accommodation may result in the student needing additional overall time to complete the assessment. • For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. • Some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio in a listening test.
Idaho	**Accommodation (ELA, Math):** American Sign Language (ASL) (for ELA listening items and math items): Test content is translated into ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed. Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio in a listening test.

Illinois	**Designated Feature:** Human Reader or Human Signer for the Mathematics Assessments: Before Testing: • Identification for SR/PNP: Student's SR/PNP must have Human Reader/Human Signer selected. A student MUST be manually placed into a Human Reader test session to provide the Human Reader accessibility feature. This will assign all students in the test session the same form as the Test Administrator and will match the Human Reader Script. Students in these sessions cannot have other PNP form supported accommodations such as Text-to-Speech, American Sign Language (ASL), Closed Captioning (CC), Assistive Technology – Screen Reader, Assistive Technology Non-Screen Reader. Important: Failure to manually place the students in a Human Reader session (specifically identified in PAN) will result in the student receiving a form that differs from the form needed to provide the accessibility feature. The Test Administrator will be assigned a separate authorization login to access the same form as all students within the Human Reader session and also receive a secure Mathematics Human Reader Script. • Materials: Mathematics Human Reader Script • Test Administrator Training: Human Readers and Human Signers providing this accessibility feature must review: - The Mathematics Human Reader Script, at least two school days prior to testing. Review of the Human Reader Script must occur in a *SECURE ENVIRONMENT*. - Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts/Literacy (ELA/L) Assessments, and the Human Reader Accessibility Feature for Mathematics Assessments. - Appendix J: Human Signer Guidelines (signers only). During Testing: A Test Administrator (Human Reader or Human Signer) reads aloud to a student using the provided Human Reader Script. The student must be tested in an individual or small group setting. Small groups should only be used if all students are able to work at approximately the same pace. After Testing: Human Reader Scripts contain secure item content and should be handled as secure test materials. Test Administrators should return materials to Test Coordinators. Test Coordinators must return the Human Reader Scripts with the nonscorable materials. **Accommodation (ELA):** Text-to-speech/American Sign Language (ASL) Video (ELA/Literacy Assessments, including items, response options, and passages): Before Testing: This accommodation is appropriate for a very small number of students. • Purpose: The purpose of the embedded Text-to-Speech, ASL video, and Human Reader/Human Signer accommodation for the ELA/literacy assessment is to provide access to printed or written texts on the ELA/literacy assessments for a very small number of students with print-related disabilities who would otherwise be unable to participate in the assessment because their disability *severely limits or prevents* their ability to access printed text by decoding. • Tools for Identification: IEP teams/ISP teams/504 Plan Coordinators should ensure the

IEP/ISP/504 team is providing this accommodation to a student who has not learned braille, has a disability that severely limits or prevents the student from accessing printed text due to inability to decode printed text, or the student has a deafness or hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation. • Identification for SR/PNP: The student's SR/PNP must have Text-to-Speech, ASL Video, or Human Reader/Human Signer selected to activate the features on the platform. Once a student is placed into a session, the student will be assigned a form with embedded Text-to-Speech, or ASL Video. • This accommodation is appropriate for a very small number of students.

Speech-to-Text/Human Scribe/Human Signer/Assistive Technology Device (ELA/Literacy Constructed Response Options): Before Testing: • Identification for SR/PNP: Student's SR/PNP must have Speech-to-Text, Human Scribe, Human Signer, or Assistive Technology Device selected. • If you plan to use a Chromebook or iPad as a third-party external assistive technology device, contact ISBE for additional guidance. • Materials: External device provided by the student, if needed. • Test Administrator Training: Test Administrators providing the scribe accommodation must review: - Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses. - Appendix J: Human Signing Guidelines (signers only). • Note: Check ISBE policy in Appendix C of the Test Coordinator Manual to see if there are additional requirement for the use of the Human Scribe accommodation for ELA/Literacy. Note: If a student is using an allowable 3rd party external Assistive Technology that provides Speech-to-Text functionality that will interact with TestNav, the student must also be registered for Assistive Technology Non Screen-reader to allow the assistive technology to work. • This includes the Co:Writer and Read&Write extensions. • Co:Writer and Read&Write are only available for ELA assessments. • Assistive technology, including Speech-to-Text software, should be tested during an Infrastructure Trial. If during the Infrastructure Trial the specific device will not interact with TestNav, a secondary testing device to run the external device software will be needed. Some Speech-to-Text software will not interact with TestNav, and users should set up a separate, adjacent testing station; the student will use two testing stations, one device with the test and one device with the familiar software. • Reference the Assistive Technology Guidelines available at il.mypearsonsupport.com. During Testing: Student dictates responses either verbally, using an external Speech-to-Text device, an augmentative/assistive communication device (e.g., picture/word board), or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. The student must be familiar with any assistive technology external device used for test administration. Note: TestNav does not have embedded Speech-to-Text functionality—students must use allowable Assistive Technology or an external third party device (responses must be transcribed). After Testing: • Responses must be transcribed exactly as dictated/signed (e.g., the human scribe/signer may not change, embellish, or interpret a student's responses when

transcribing) into the student's standard test booklet or answer document. *Only transcribed responses will be scored.* • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol. • Test Administrators are responsible for collecting all nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded. Important Guidelines for identifying students to receive these accommodations: IEP teams, ISP teams, and 504 Plan Coordinators should carefully review the following guidelines before identifying a student to receive this accommodation. If all guidelines are NOT met, and the student is given the Human Scribe accommodation on an English language arts/literacy (ELA/L) assessment, the student's assessment score may be invalidated and the score would not be counted in the overall assessment results (i.e., the student would be considered a "nonparticipant" for the English language arts/literacy (ELA/L) assessment.). In making decisions whether to provide the student with this accommodation, IEP teams, ISP teams, and 504 Plan Coordinators should consider whether the student has: A physical disability that *severely limits or prevents* the student's motor process of writing through keyboarding; OR A disability that *severely limits or prevents* the student from expressing written language, even after varied and repeated attempts to teach the student to do so. Before listing the accommodation in the student's IEP, ISP, or 504 plan, teams/coordinators should also consider whether: • The student's inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments; • The student routinely uses a scribe for written assignments; and • The student receives ongoing, intensive instruction and/ or interventions to learn written expression, as deemed appropriate by the IEP team, ISP team, or 504 Plan Coordinator.

Accommodation:

Human Reader/Human Signer: For the Human Reader/Human Signer, students must be placed in a read-aloud session type when creating test sessions. The proctor will be assigned a separate authorization login to access the same form as all students within the Human Reader session. • Materials: Read Aloud Kits, which include one copy of the student test booklet and answer document and an extra test booklet for Test Administrators (Human Reader/Signer). Note: A Human Reader Script is not provided for ELA. • Test Administrator Training: Test Administrators providing this accommodation must review: - Read Aloud Kits at least two school days prior to paper-based testing, with kits provided to schools for this purpose. Review of Read Aloud Kits must occur in a *SECURE ENVIRONMENT*. - Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts/Literacy (ELA/L) Assessments, and the Human Reader Accessibility Feature for Mathematics Assessments. - Appendix G: ELA Audio Guidelines. - Appendix J: Human Signer Guidelines (signers only). - Appendix K: Illinois Assessment of Readiness for Students with Visual Impairments, Including

Blindness. - Refer to the Text-to-Speech Tutorial on il.mypearsonsupport.com for training on functionality. - ELA has Text Plus Graphics only—Reads all printed text and the hidden alternate text descriptions for images. • Note: Check ISBE policy in Appendix C of the Test Coordinator Manual to see if there are additional requirements for the use of these accommodations. During Testing: A student receives an audio representation of the ELA assessment either through embedded Text-to-Speech, embedded ASL video, or a Human Reader/Signer. For Human Reader, the Test Administrator will need to reference Appendix G: ELA Audio Guidelines. Note: If headphones are not used for Text-to-Speech, or the student has a Human Reader or Signer, the student must be tested in a separate setting. Important Guidelines on identifying students for these accommodations: IEP teams, ISP teams, and 504 Plan Coordinators should carefully review the following guidelines before identifying students to receive these accommodations on the ELA/literacy assessments. If all guidelines are NOT met, and the student is given the Text-to-Speech, ASL video, or Human Reader/Human Signer accommodation on an English language arts/literacy (ELA/L) assessment, the student's assessment score may be invalidated and the score would not be counted in the overall assessment results (i.e., the student would be considered a "non-participant" for the English language arts/literacy [ELA/L] assessment.). In making decisions on whether to provide a student with this accommodation, IEP teams, ISP teams, and 504 Plan Coordinators should consider whether the student has: Blindness or a visual impairment and has not learned (or is unable to use) braille; OR A disability that *severely limits or prevents* him/her from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text); OR Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation. Before listing the accommodation in the student's IEP, ISP, or 504 plan, teams/coordinators should consider whether: • The student has access to printed text during routine instruction through a reader, other spoken-text audio format, or signer; • The student's inability to decode printed text or read braille is documented in evaluation summaries from locally administered diagnostic assessments; and the student receives ongoing, intensive instruction and/or interventions in the foundational reading skills to continue to attain the important college and career-ready skill of independent reading. Decisions about who receives this accommodation will be made by IEP teams, ISP teams, and 504 Plan Coordinators. For a student who receives one of these accommodations, no claims should be inferred regarding the student's ability to demonstrate foundational reading skills (i.e., decoding).

Human Signer for Test Directions: Before Testing: • Identification for SR/PNP: Student's SR/PNP must have Human Signer for Test Directions selected. • Test Administrator Training: Human Signers must review: - Test Administrator Scripts included in the Test Administrator Manuals. - Appendix J: Human Signer Guidelines (signers only). During

Testing: A human signer will sign the test directions to a student. The student may either be tested in a small group or a separate setting based on the student's experiences during classroom assessments.

Accommodation (Math):

American Sign Language (ASL) Video for the Mathematics Assessments: Before Testing: • Identification for SR/PNP: Student's SR/PNP must have American Sign Language (ASL) Video selected. Once a student is placed into a test session, the student will be assigned an ASL Video form. If a student does not use ASL, a human interpreter and separate test setting will be required. • Student Training: It is highly recommended that students review the American Sign Language Math Dictionary prior to testing. This video is available at il.mypearsonsupport.com. • Test Administrator Training: Human signers should refer to the online American Sign Language Math Video Glossary for guidance on how to deliver mathematics symbols and terms. This video is available at il.mypearsonsupport.com. During Testing: The student views an embedded video of a human interpreter for the mathematics assessments. The student may pause and resume the video but cannot adjust the pace.

Accommodation (ELA, Math):

Speech-to-Text/Human Scribe/Human Signer/Assistive Technology Device (ELA/Literacy Selected Response Options, Mathematics Response Options): Before Testing: • Identification for SR/PNP: Student's SR/PNP must have Speech-to-Text, Human Scribe, Human Signer, or Assistive Technology Device selected. • Materials: External device provided by the student, if needed. If the student uses Speech-to-Text software, such as Dragon® Naturally Speaking, then a separate computer must be provided; one to run the assessment on TestNav and a second computer to run the software. TestNav 8 does not contain embedded Speech-to-Text software. - If using the Co:Writer or Read&Write extensions for TestNav, no external device is needed. These Speech-to-Text extensions will work as expected within a secure assessment in TestNav. - Co:Writer and Read&Write are only available for ELA assessments. • Test Administrator Training: Test Administrators providing the scribe accommodation must review: - Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses. - Appendix J: Human Signing Guidelines (signers only). • Note: Check ISBE policy in Appendix C of the Test Coordinator Manual to see if there are additional requirements for the use of the Human Scribe accommodation for ELA/Literacy. Note: If a student is using an allowable 3rd party external Assistive Technology that provides Speech-to-Text functionality that will interact with TestNav, the student must also be registered for Assistive Technology Non Screen-reader to allow the assistive technology to work. • Assistive technology, including Speech-to-Text software, should be tested

	during an Infrastructure Trial. If during the Infrastructure Trial the specific device will not interact with TestNav, a secondary testing device to run the external device software will be needed. Some Speech-to-Text software will not interact with TestNav, and users should set up a separate, adjacent testing station; the student will use two testing stations, one device with the test and one device with the familiar software. • Reference the Assistive Technology Guidelines available at il.mypearsonsupport.com. During Testing: Student dictates responses either verbally, using an external Speech-to-Text device, an augmentative/assistive communication device (e.g., picture/word board), or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. The student must be familiar with any assistive technology external device used for test administration. Note: TestNav does not have embedded Speech-to-Text functionality—students must use allowable Assistive Technology Software or extensions or an external third party device (responses must be transcribed). After Testing: • Responses must be transcribed exactly as dictated/signed (e.g., the human scribe/signer may not change, embellish, or interpret a student's responses when transcribing) into the student's standard test booklet or answer document. Only transcribed responses will be scored. • Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol. • Test Administrators are responsible for collecting all paper nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.

Indiana	**Accommodation (ELA):** Human Reader or Sign Language Interpreter for Reading Comprehension Items (ELA): Students who require a human reader or sign language interpreter on ILEARN ELA will display one of the following options in TIDE: • Reading Comprehension Items are Read Aloud by Human Reader or Signed by Sign Language Interpreter • Reading Comprehension Items are NOT Read Aloud by Human Reader or Signed by Sign Language Interpreter Students who require a human reader or sign language interpreter except items testing reading comprehension on ELA will only have items and passages read aloud or signed that do not measure reading comprehension. TDS will display a "Do Not Speak/Sign" icon on items and passages that cannot be read aloud or signed to the student. Due to TDS displaying a "Do Not Speak/Sign" icon on items and passages, this accommodation will display under embedded accommodations in TIDE for ELA as Reading Comprehension Items are NOT Read Aloud by Human Reader or Signed by Sign Language Interpreter. Students who require a human reader or sign language interpreter for all items including reading comprehension will have text read aloud by a human reader or signed by an interpreter for the online ELA CAT. Students with this accommodation will not display a "Do Not Speak/Sign' icon on items and passages. This accommodation will display under embedded accommodations in TIDE for ELA as Reading Comprehension Items Are Read Aloud by Human Reader or Signed by Sign Language Interpreter. Protocol for administering the online CAT with a human reader or sign language interpreter is located on page 29-30. If the human reader or sign language interpreter accommodation is required for a large group of students, the CTC may request to administer the paper fixed-form test to accommodate logistics of test administration. Additional guidance can be located in the ILEARN 3-8 Test Administrator's Manual (TAM) on the ILEARN Assessment Portal. The TA must oversee the sign language interpreter.* *Parents/guardians are not allowed to serve as an interpreter during state testing. Interpreters must be school employees or individuals contracted by the school who have signed the Testing Security and Integrity Agreement. Online American Sign Language (ASL) Video for Listening Items: The audio portions of items measuring listening skills are presented in ASL through embedded videos for students who are deaf or hard of hearing. This accommodation is available on ILEARN ELA assessments due to items that measure listening. Non-ELA subjects do not have listening items that require ASL videos. **Accommodation:**

	Sign Language Interpreter: A student who is deaf or hard of hearing may require the use of a sign language interpreter. The interpreter must use the appropriate protocol to sign test content based on the student's accommodation. Students who require a sign language interpreter except items testing reading comprehension on ELA will only have items and passages signed that do not measure reading comprehension. TDS and the paper fixed-form will display a "Do Not Speak/Sign" icon on items and passages that cannot be signed to the student. A sign language interpreter except items testing reading comprehension is applicable to English/language Arts, Mathematics, Science, and Social Studies. Students who require a sign language interpreter for all items including reading comprehension will have text signed by an interpreter for the CAT or paper fixed-form. Students with this accommodation will not display a "Do Not Speak/Sign' icon on items and passages. This accommodation is only applicable to ILEARN ELA. The TA must oversee the interpreter.* *Parents/guardians are not allowed to serve as an interpreter during state testing. Interpreters must be school employees or individuals contracted by the school who have signed the Testing Security and Integrity Agreement.
Iowa	**Accommodation:** A sign language interpreter will sign the test directions as well as appropriate test content including prompts or questions to the student. The student may also dictate responses by signing. The student may be tested in an individual or small group setting. Sign language interpreters must sign the Test Security/Confidentiality Agreement provided in Appendix A. Guidelines for serving as a sign language interpreter are provided in Appendix E. If the student will be dictating responses by signing, guidelines for serving as a scribe are provided in Appendix D.
Kansas	**Accommodation:** Sign interpretation
Kentucky	KDE works annually to accommodate the needs of the Kentucky School for the Deaf (KSD) and all schools that contact the department needing flexibility in providing resources so American Sign Language (ASL) interpreters can assist students in completing state tests. To provide this during an online test administration a school would set up the students needing this accommodation into a test session within TestNav. When setting up the test session, use the form group type selection to select the 'Read Aloud' option. This will ensure all students in that testing session have the same form of the test. The interpreter can utilize the proctor test ticket to log into their own device, then stand in the front of the student(s) and interpret the test. If a school district has circumstances beyond what is covered here, the DAC can contact OAA for further guidance.

Maine	**Accommodation:** American Sign Language: Text is translated via sign language interpreter to student by Test Administrator as documented in the IEP/504 plan.

Maryland	**Accessibility Features for All Students Identified in Advance (Designated Feature) (Math, Science):** Human Reader or Human Signer for the Mathematics, Science and Government Assessments: Available for whole text and selected sections. Before Testing: This feature will need to be identified in advance in order to assign a human reader or signer to the student. During Testing: A Test Administrator (Human Reader or Human Signer) reads aloud to a student using the provided Human Reader Script. The student must be tested in an individual or small group setting. Small groups should only be used if all students are able to work at approximately the same pace. The number of students in a small group is determined to be 5 in Maryland. After Testing: Human Reader Scripts contain secure item content and should be handled as secure test materials. Test Administrators should return materials to Test Coordinators. Test Coordinators must return the Human Reader Scripts with the nonscorable materials. **Accommodation (ELA):** ASL Video for ELA/L, including items, response options, and passages: The purpose of the ASL Video accommodation is to provide access to printed or written texts in ELA/L for a very small number of students with print-related disabilities and who are deaf or hearing impaired who would otherwise be unable to participate in instruction or assessment because their disability severely limits their ability to access print. This accommodation is not intended for students reading somewhat (i.e., only moderately) below grade level. In making decisions on whether to provide the student with this accommodation, IEP teams and 504 Plan Coordinators are instructed to consider whether the student has: • Blindness or a visual impairment and has not yet learned (or is unable to use) braille; OR • A disability that severely limits or prevents them from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text); OR • Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation. When determining the need for this accommodation, it is important to consider the purpose of the tests the student will be taking and the skills the test is intending to measure so that it can be determined how the accommodation might affect the results. Before Testing: Prior to providing the ASL video accommodation for ELA/L, students must have met the qualifications outlined in Appendix D. For ASL video, proctor caching, if available, is strongly recommended. During Testing: NA After Testing: If all guidelines are

NOT met, and the student is given the ASL Video accommodation on an ELA/L assessment, the student's assessment score may be invalidated and the score would not be counted in the overall assessment results (i.e., the student would be considered a "nonparticipant" for the ELA/L assessment).

Human Reader/Human Signer for ELA/L, including items, response options, and passages: The purpose of the Human Reader/Human Signer accommodation is to provide access to printed or written texts in ELA/L for a very small number of students with print-related disabilities and/or who are deaf or hearing impaired who would otherwise be unable to participate in instruction or assessment because their disability severely limits their ability to access print. This accommodation is not intended for students reading somewhat (i.e., only moderately) below grade level. In making decisions on whether to provide the student with this accommodation, IEP teams and 504 Plan Coordinators are instructed to consider whether the student has:

- Blindness or a visual impairment and has not yet learned (or is unable to use) braille; OR
- A disability that severely limits or prevents them from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text); OR
- Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation.

When determining the need for this accommodation, it is important to consider the purpose of the tests the student will be taking and the skills the test is intending to measure so that it can be determined how the accommodation might affect the results.

Before Testing: Prior to providing the human reader/human signer accommodation for ELA/L, students must have met the qualifications outlined in Appendix D. During Testing: A qualified person (as defined by the School Testing Coordinator's Manual) may be provided to read orally to students who require the Human Reader/Human Signer accommodation. Human Readers/Human Signers must follow the protocols and guidelines listed in the following appendices:

- Appendix D: Text-to-Speech, ASL Video, or Human Reader/Human Signer Guidance for ELA/L Assessments
- Appendix E: Test Administration Protocol for the Human Reader Accommodation for ELA/L Assessments, and the Human Reader Accessibility Feature for Mathematics, Science, and Social Studies Assessments
- Appendix J: Human Signer Guidelines

	A student should have the option of asking a human reader to slow down or repeat text. This is difficult when a person is reading to an entire group of students. However, verbatim reading to a group of students is permitted in testing if the accommodation is provided on that basis during regular ongoing instruction. No more than five (5) students may be grouped together for reading tests aloud by a human reader, since students typically proceed through the test at different rates. Students grouped together must be assigned the same test form. **Accommodation (Math):** American Sign Language (ASL) Video for Mathematics: Some students who are deaf or hard of hearing may need assistance accessing text-based instructional or test content. Access for those students is typically provided through sign language. The purpose of the ASL Video for mathematics is to provide students who are deaf or hard of hearing with an embedded video of a human interpreter for mathematics instruction and assessments. When selecting this accommodation for students for assessment, it is important to consider whether or not the student has been provided this accommodation in instruction. Students not using this accommodation in instruction should not be provided this accommodation for assessment. Test administrators should refer to the specific assessment's TAM to determine whether ASL video for Mathematics is available. Before Testing: For ASL video, proctor caching, if available, is strongly recommended. During Testing: The student may pause and resume the video, but cannot adjust the pace. After Testing: NA Human Signer for Test Directions: Some students who are deaf or hard of hearing may need assistance accessing text-based instructional or test content. Access for those students is typically provided through sign language. During Testing: A Human Signer will sign the test directions to a student. The student may either be tested in a small group or separate setting based on the student's experiences during classroom assessments.

Massachusetts	**Universal Feature:** **Test administrator reads aloud selected words** (or **signs selected words**, in the case of a student who is Deaf or Hard-of-Hearing) for *Mathematics and STE only*, as requested by the student. The student may point to a **word or phrase** and request the word to be read aloud or signed. Test administrator quietly reads aloud or signs the selected word(s) or phrase; test administrator may not explain or define words. Students using this feature may be tested alongside other students in groups of any size. **Human signer** for the **Mathematics, STE tests, and ELA test questions** (but *not* ELA reading passages): • The test must be signed exactly as it appears. The signer may not provide assistance to the student regarding the meaning of words, intent of any test question, or how to respond to any test questions. The signer may finger-spell key words in addition to providing the sign for a term. The signer may sign emphasis only when indicated by bold or italicized text. • The test must be administered in a **separate setting**, either **individually** or to a **small group of 2–5 students**, all of whom are receiving the human signer accommodation. • If preferred, selected words, phrases, or sections of the **Mathematics and STE tests** may be signed to the student, as requested, rather than signing the entire test. • **Signing the ELA reading passages** is a special access accommodation (SA2). See Table 6 for guidelines and criteria to receive this accommodation. Previewing test content by human signers: Under secure conditions supervised by the principal, interpreters may review test materials up to four days prior to testing once they become available, either online or shipped to the school, for the purpose of preparing to sign the test. Test materials may not be removed from the school nor accessed online outside of the school. **ASL video** editions of the computer-based spring 2024 MCAS grade 10 Mathematics and June high school Science tests (**not available** for February high school Science or the retests in November and March): • An embedded ASL video is built into these computer-based tests. • Students may turn on, turn off, pause, and control the signing speed of the ASL video. The size of the ASL video may be adjusted (using the CTRL+ or - keys) and it may be moved around on the computer screen. • Students should view the tutorial and take **online ASL practice tests** prior to testing to become familiar with the features of the ASL video player. For students

who are unable to use the ASL video, but have this accommodation listed in their plans, a human signer may be substituted.

See Appendix A of the Guide to the SR/PNP Process (http://mcas.pearsonsupport.com/manuals/) for important information about assigning this accommodation.

Human signer for test directions only (from the appropriate Test Administrator's Manual scripts) for a student who is Deaf or Hard-of-Hearing.

Accommodation (ELA):

Human signer for ELA (*not* Math or STE), including reading passages, questions, and answer options: This accommodation is intended for students who are Deaf or Hard-of-Hearing and who are **severely limited or prevented from reading**, as documented in locally administered diagnostic evaluations. The student must meet **all** the following criteria:

- be **virtually unable to read** (i.e., decode text), even after varied and repeated attempts to teach the student to do so (i.e., the student is at the very beginning stages of learning to read, and not simply reading below grade level), due to a documented disability and/or history of early and prolonged lack of exposure to and use of language
- use this accommodation routinely, except during reading instruction
- receive ongoing intervention to learn the skill

The student must be tested in a group of no more than five students, unless approval is obtained from the Department to increase the group size in rare circumstances.

See Appendix A of the Guide to the SR/PNP Process (http://mcas.pearsonsupport.com/manuals/) for important information about assigning this accommodation.

Test administrators for students using accommodation SA2 must sign an MCAS Nondisclosure Acknowledgment (http://www.doe.mass.edu/mcas/testadmin/forms) before administering this accommodation.

Michigan	**Accommodation:** Directions provided using American Sign Language (ASL) or Signed Exact English (SEE): Some students who are deaf or hard of hearing and who typically use ASL or SEE may need this Accommodation when accessing directions in the assessment. Additionally, for many of these students, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to directions presented orally if they are provided with appropriate amplification and are in a setting where extraneous sounds do not interfere with the clear presentation of the audio in a listening test. The use of this Accommodation may result in the student needing additional overall time to complete the assessment. Test content provided in American Sign Language (ASL) or Signed Exact English (SEE): Some students who are deaf or hard of hearing and who typically use ASL or SEE may need this Accommodation when accessing text-based content in the assessment or content that assesses Listening. For many of these students, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to test content presented orally in a listening test with appropriate amplification, in a setting where extraneous sounds do not interfere with the clear presentation of the audio. The use of this accommodation may result in the student needing additional overall time to complete the assessment. One option for students taking the M-STEP mathematics or ELA tests for which this support might be needed, is to enable the embedded sign language videos (VSL – Video Sign Language) for all mathematics items or for ELA Listening items. These students could also use a human signer for mathematics items. It is possible that due to regional differences in signing, a student may come across a word in the VSL with which he or she is unfamiliar. Students may ask for an interpreter to sign individual words that they may not have understood. Interpreters must not include additional descriptions or explanations but must provide an appropriate and equal term-to-term sign. A human signer could also use the Listening Script for ELA listening items for paper/pencil testers only.

Minnesota	**Accommodation (Math, Science):** Signed interpretation (ASL or signed English) of the Mathematics MCA and Science MCA script: May be provided for deaf or hard-of-hearing students. The script must be used by the interpreter for the signed interpretation in conjunction with the corresponding paper test book or online test during administration. The interpretation must strictly adhere to the literal meaning of the text in the script. The interpreter must review the script prior to administration to determine when a sign or signs will give away the answer to items. In cases where signs give clues to the answer, interpreters must use finger spelling for those words. To prepare for testing, the interpreter should be provided access to the script up to 5 business days prior to the scheduled test administration. During this preparation time, interpreters must keep test materials secure. Additional guidelines for a signed interpretation of the script are provided in the script and in the Guidelines for Administration of Accommodations posted on the Policies and Procedures page of the PearsonAccess Next website (PearsonAccess Next > Resources & Training > Policies and Procedures). The Guidelines include additional guidance on ASL interpretation, including the linguistic rules and conventions of ASL and details on how to interpret specific academic terms for the math and science tests. There is also an option for the interpreter to provide the content directly from the text-to-speech in the student's online test (mathematics or science), if this is typically how the interpretation is provided in instruction. Contact mde.testing@state.mn.us for approval of using this option and for additional instructions. All interpreters must complete the Test Security Training prior to accessing test materials, and the use of an interpreter, including the name of the people interpreting, must be documented on a Test Administration Report (TAR). If the interpreter is not a district employee (for example, employed by a region service cooperative), they must provide a record of their completed training. During test administration, they must be accompanied by a Test Monitor who is employed by the district and has completed all necessary training. If the interpreter is a district employee and also the Test Monitor, they must complete the MCA Test Monitor course, not just the Test Security Training, prior to accessing the test materials. **Accommodation:** Signed interpretation (ASL or signed English) of test directions: May be provided for deaf or hard-of-hearing students. Only the scripted Testing Directions may be signed; no interpretations of test items or reading passages are allowed. Additional guidelines for administering a test with signed interpretation of test directions are provided in the Guidelines for Administration of Accommodations posted on the Policies and Procedures page of the PearsonAccess Next website (PearsonAccess Next > Resources & Training > Policies and Procedures). The Guidelines include additional guidance on ASL interpretation, including the linguistic rules and conventions of ASL and details on how to

	interpret specific academic terms for the math and science tests. All interpreters must complete the Test Security Training, and the use of an interpreter, including the name of the people interpreting, must be documented on a Test Administration Report (TAR). If the interpreter is not a district employee (for example, employed by a region service cooperative), they must provide a record of their completed training. During test administration, they must be accompanied by a Test Monitor who is employed by the district and has completed all necessary training. If the interpreter is a district employee and also the Test Monitor, they must complete the MCA Test Monitor course, not just the Test Security Training.
Mississippi	**Accommodation:** Read test questions and answer choices (Includes ASL, human reader, and Text-to-Speech): IEP/504 Plan/LSP – Specify the delivery method in the respective document(s). Not allowable for the ELPT Reading domain 1 and the Third Grade Reading Summative 1, 2. For ELA (grades 3-8) and English II, passages cannot be read to the student 1. ASL is not allowable for the ELPT 1, 2
Missouri	**Accommodation:** Sign Language: The INSIGHT student platform provides students who are hard of hearing or deaf and have this accommodation in their IEP/504plan access to video American Sign Language (ASL) for the ELA listening passages. If the student uses another form of sign language or the preference is for a local translation into ASL, the signing of ELA listening passages will require the download of a script. The accommodation must be chosen in the Portal under student accommodations prior to testing.

Montana	**Accommodation (ELA, Math):** Sign language: Test content is translated into ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed. Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio in a listening test. **Accommodation (Science):** Sign Language – Test Items: Test content may be translated into Sign Language by a human signer. Some students who are deaf or hard of hearing and who typically use Sign Language may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally.
Nebraska	**Accommodation:** An educational sign language interpreter signs the test directions, content, and test items to the student. ELA passages may not be signed. The student may also dictate responses by signing. The student must be tested in an individual or small group setting.

Nevada	**Designated Feature:** Translated test directions in American Sign Language (ASL): Test directions that include test administration scripts are translated into ASL video. The ASL human signer and the signed test content are viewed at the same time. Students may view portions of the ASL video as often as needed. Some students who are deaf or hard of hearing and who typically use ASL may need this support when accessing text-based directions in the assessment. The use of this designated support may result in the student needing additional overall time to complete the assessment. **Accommodation (ELA, Math):** American Sign Language (ASL) (for ELA listening items and math items): Test content is translated into ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed. Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio in a listening test.

New Hampshire	**Designated Feature/Accommodation:** American Sign Language Video: Test content with audio components is translated into ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed. Recommendations for Use: Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing audio content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio in a listening test. Embedded ASL videos are only available for ELA tests. For Math and Science, a Human Signer is acceptable if needed. American Sign Language – Human Signer: Test is translated by a human signer. Recommendations for Use: Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio in a listening test.

New Jersey	**Designated Feature (Math, Science):**
	
	Human Reader or Human Signer for Mathematics & Science Tests: Before Testing:
	
	• Identification for SR/PNP:
	  ◦ Student's SR/PNP must have Human Reader/Human Signer selected. A student MUST be manually placed into a Human Reader test session to provide the Human Reader accessibility feature. This will assign all students in the test session the same form as the Test Administrator and will match the Human Reader Script. Students in these sessions cannot have other PNP form supported accommodations such as Text-to-Speech (TTS), American Sign Language (ASL), Closed Captioning (CC), Assistive Technology – Screen Reader, Assistive Technology Non-Screen Reader. Important Note: Failure to manually place the students in a Human Reader session (specifically identified in PAN) will result in the student receiving a form that differs from the form needed to provide the accessibility feature.
	  ◦ The Test Administrator will be assigned a separate authorization login to access the same form as all students within the Human Reader session and also receive a secure Mathematics Human Reader Script.
	• Materials: Mathematics Human Reader Script
	• Test Administrator Training: Human Readers and Human Signers providing this accessibility feature must review:
	  ◦ The Mathematics Human Reader Script, at least two school days prior to testing. Review of the Human Reader Script must occur in a secure environment.
	  ◦ Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts (ELA) Assessments, and the Human Reader Accessibility Feature for Mathematics/Science Assessments.
	  ◦ Appendix K: Human Signer Guidelines (signers only).
	
	During Testing: A Test Administrator (Human Reader or Human Signer) reads aloud to a student using the provided Human Reader Script. The student must be tested in an individual or small group setting. Small group is defined as a small number of students not to exceed 15, with similar accessibility features and/or accommodations who will be administered the test as a group. Student IEPs may specify a smaller group size and must be accommodated during testing. Districts/schools are responsible for determining the composition and compatibility of the members of the small group. After Testing: Human Reader Scripts contain secure item content and should be handled as secure test materials. Test Administrators should return materials to Test Coordinators. Test Coordinators must return the Human Reader Scripts with the nonscorable materials.

Accommodation (ELA):

Text-to-speech/ASL Video/Human Reader/Human Signer (ELA Assessments, including items, response options, and passages):

Before Testing:

- Purpose: The purpose of the embedded text-to-speech, ASL video, and Human Reader/Human Signer accommodation for the NJSLA and NJGPA ELA assessment is to provide access to printed or written texts on the NJSLA and NJGPA ELA assessments for a very small number of students with print-related disabilities who would otherwise be unable to participate in the assessment because their disability severely limits or prevents their ability to access printed text by decoding. This accommodation is not intended for students reading somewhat (i.e., only moderately) below grade level.
- Identification for SR/PNP: The student's SR/PNP must have text-to-speech, ASL Video, or Human Reader/Human Signer selected to activate the features on the platform. Once a student is placed into a session, the student will be assigned a form with embedded text-to-speech, or ASL Video.
- Test Session: For the Human Reader/Human Signer, students must be placed in a read-aloud session type when creating test sessions. The proctor will be assigned a separate authorization login to access the same form as all students within the Human Reader session. Important Note: Volume level must be determined prior to testing; once the test session begins, the volume level cannot be changed. The student will not have access to volume control in the secure TestNav environment.
- Tools for Identification: IEP teams/504 Plan Coordinators should use the decision-making tool available in Appendix D: Text-to-Speech, ASL Video, or Human Reader/Human Signer Guidance for English Language Arts (ELA) Assessments to inform their decision-making.
- Materials: Read Aloud Kits, which include one copy of the student test booklet and an extra test booklet for Test Administrators (Human Reader/Signer). Important Note: A Human Reader Script is not provided for ELA.
- Test Administrator Training: Test Administrators providing this accommodation must review:
    - Read Aloud Kits at least two school days prior to paper-based testing, with kits provided to schools for this purpose. Review of Read Aloud Kits must occur in a secure environment.
    - Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts (ELA) Assessments, and the Human Reader Accessibility Feature for Mathematics/Science Assessments.

- NJSLA and NJGPA ELA Audio Guidelines available on the NJSLA Resource Center, https://nj.mypearsonsupport.com > Educator Resources > Test Administration Resources > Accessibility Features and Accommodations (AF&A) Resources > Resources
- Appendix K: Human Signer Guidelines (signers only).
- Appendix L: NJSLA and NJGPA for Students with Visual Impairments, Including Blindness.
- Refer to the Text-to-Speech Tutorial on nj.mypearsonsupport.com for training on functionality.
- ELA has Text Plus Graphics only - Reads all printed text and the hidden alternate text descriptions for images.

During Testing: A student receives an audio representation of the ELA assessment either through embedded text-to-speech, embedded ASL video, or a Human Reader/Signer. For Human Reader, the Test Administrator will need to reference the NJSLA and NJGPA ELA Audio Guidelines available on the New Jersey Assessments Resource Center, https://nj.mypearsonsupport.com > Educator Resources > Test Administration Resources > Accessibility Features and Accommodations (AF&A) Resources > Resources. Important Note: If headphones are not used for text-to-speech, or the student has a Human Reader or Signer, the student must be tested in a separate setting. Important Guidelines on identifying students for these accommodations: IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying students to receive these accommodations on the ELA assessments. If all guidelines are NOT met, and the student is given the text-to-speech, ASL video, or Human Reader/Human Signer accommodation on an NJSLA and NJGPA English language arts (ELA) assessment, the student's assessment score maybe invalidated and the score would not be counted in the overall assessment results (i.e., the student would be considered a "non-participant" for the English language arts (ELA) assessment.) In making decisions on whether to provide a student with this accommodation, IEP teams and 504 Plan Coordinators should consider whether the student has:

- Blindness or a visual impairment and has not learned (or is unable to use) braille; or
- A disability that severely limits or prevents him/her from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text); or
- Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation.

Before listing the accommodation in the student's IEP or 504 plan, teams/ coordinators should consider whether:

- The student has access to printed text during routine instruction through a reader, other spoken-text audio format, or signer;
- The student's inability to decode printed text or read braille is documented in evaluation summaries from locally-administered diagnostic assessments; and the student receives ongoing, intensive instruction and/or interventions in the foundational reading skills to continue to attain the important college and career-ready skill of independent reading.

Decisions about who receives this accommodation will be made by IEP teams and 504 Plan Coordinators. For a student who receives one of these accommodations, no claims should be inferred regarding the student's ability to demonstrate foundational reading skills (i.e., decoding).

ASL Video for the Mathematics/Science Assessments: Before Testing:

- Identification for SR/PNP: Student's SR/PNP must have American Sign Language (ASL) Video selected. Once a student is placed into a test session, the student will be assigned an ASL Video form. Proctor caching is strongly encouraged. If this content is not cached, it may present challenges for students during testing. If a student does not use ASL, a human interpreter and separate test setting will be required.
- Student Training: It is highly recommended that students review the American Sign Language Math Dictionary prior to testing. This video is available at nj.mypearsonsupport.com.
- Test Administrator Training: Human signers should refer to the online NJSLA and NJGPA American Sign Language Math Video Glossary for guidance on how to deliver mathematics symbols and terms. This video is available at nj.mypearsonsupport.com.

During Testing: The student views an embedded video of a human interpreter for the mathematics assessments. The student may pause and resume the video but cannot adjust the pace.

Human Signer for Test Directions: Before Testing:

- Identification for SR/PNP: Student's SR/PNP must have Human Signer for Test Directions selected.
- Test Administrator Training: Human Signers must review:
    1. Test Administrator Scripts included in the Test Administrator Manuals.
    2. Appendix K: Human Signer Guidelines (signers only).

	During Testing: A human signer will sign the test directions to a student. The student may either be tested in a small group or a separate setting based on the student's experiences during classroom assessments.
New Mexico	**Accommodation (ELA, Math):** ASL Videos (Mathematics or ELA) (see also Presentation Options for ELA): Before Testing: Assignment in iTester: • Must be assigned prior to testing • If a student does not use ASL, a human interpreter and separate test setting will be required. During Testing: The student views an embedded video of a human interpreter. The student may pause and resume the video but cannot adjust the pace. Human Signer: In cases where a student requires a sign language accommodation on the English language arts (ELA) assessments and/or a sign language accessibility feature on the mathematics assessments, and for whom the American Sign Language (ASL) video accommodation is not appropriate, a human signer must be provided. Human signers for 2023 Math and ELA assessments must follow these procedures during testing to ensure the standardization of the signed presentation to the students. (See Special Instructions for Human Signer Requirements) Before Testing: • Assignment in iTester: must be assigned prior to testing • Test Administrator Training: Human Signers must review: ◦ Test administration scripts included in the Test Administrator's Manual. ◦ Appendix H: Human Signer Guidelines (signers only). During Testing: A human signer will sign the test to a student. The student may either be tested in a small group or a separate setting based on the student's experiences during classroom assessments. Human Signer for Test Directions: Before Testing: • Assignment in iTester: must be assigned prior to testing • Test Administrator Training: Human Signers must review: ◦ Test Administrator Scripts included in the Test Administrator's Manual. ◦ Appendix H: Human Signer Guidelines (signers only). During Testing: A human signer will sign the test directions to a student. The student may either be tested in a small group or a separate setting based on the student's experiences during classroom assessments.

New York	**Accommodation:** Students who use sign language due to being deaf or hard of hearing may use any form of sign language (American Sign Language, Signing Exact English, fingerspelling, etc.). Forms or dialects of sign language from areas in which a language other than English is the primary language (e.g., "Puerto Rican dialect of Spanish sign language") are not allowed on tests of English language proficiency, except as interpretation of directions is allowed.

North Carolina	**Accommodation (Math, Science):** Interpreter/Transliterator Signs/Cues Test: North Carolina reading tests. If the Interpreter/Transliterator Signs/Cues Test accommodation is provided during the administration of North Carolina tests that measure reading comprehension (i.e., selections, sample questions, test questions, or answer choices are signed/cued to the student), the test results are invalid. The following North Carolina tests measure reading comprehension: 1. BOG3 Reading Test 2. Read to Achieve Test 3. North Carolina EOG Reading Tests (Grades 3–8) 4. North Carolina EOC English II Test Before making a final decision to use accommodations that will invalidate test results, IEP teams and Section 504 committees should refer to the Valid and Invalid Test Results subheading of this handbook for information regarding invalid test results for North Carolina tests. The Interpreter/Transliterator Signs/Cues Test accommodation allows a student to use the services of an interpreter or transliterator to sign or cue the directions and the content of a test during the test administration. Each test site must have (1) a test administrator who reads the information aloud (e.g., directions, test questions) and (2) a qualified interpreter or transliterator who signs or cues to the student(s). The test administrator and interpreter or transliterator must attend all test administrator training sessions provided before testing. It is important that the school uses an interpreter or transliterator who is familiar with and has experience signing or cueing for the student(s). The interpreter or transliterator must be proficient in sign language or the student's individual communication modality. The interpreter or transliterator must fingerspell words if the commonly used sign will provide the student with an unfair advantage. For example, a test question asks, "Which shape is the triangle?" The interpreter or transliterator would fingerspell the entire word, "triangle." Test questions may not be clarified in any manner. Considerations and instructions: Considerations and Instructions Reviewing secure test questions before testing. The early review of the test by an interpreter or transliterator is only available for paper tests. Online tests are not viewable before the test administration. For paper test administrations, the interpreter or transliterator can review the test up to two days before testing. The review must occur under secure conditions in a group setting (i.e., three or more designated school personnel). If necessary, the interpreter or transliterator may make notes regarding the signs to use during the test administration in the test book that will be used during the test administration. The school test coordinator must ensure the interpreter or transliterator is given the same test book to refer to during the test administration. During the review, no notes may be made on separate paper, and no test book or other test materials may be removed from the secure location. The interpreter or transliterator must not disclose the content or specific questions of the test. Test security must be maintained at all times during the review and administration of the test. North Carolina online tests. For North Carolina tests administered online, the use of an extra computer

	monitor is permitted if deemed necessary to facilitate the provision of the Interpreter/Transliterator Signs/Cues Test accommodation. If an extra computer monitor is used, it must be set as a duplicate of the student's monitor and not as a desktop extension. Procedures during the test administration. The interpreter or transliterator is not allowed to sign or cue two or more different test forms to a group of students during one test administration session. The directions in the test administration guide that the test administrator reads aloud to students may be signed or cued during the administration of any North Carolina state-mandated test, including state tests that measure reading comprehension. Test questions and answer choices for state tests that do not measure reading comprehension may be signed or cued the number of times necessary to ensure comprehension, but in a manner that does not indicate the correct response or teach vocabulary and concepts (e.g., do not sign or cue definitions of words). To ensure the validity of the test, students provided the Interpreter/ Translator Signs/Cues Test accommodation must also be provided the Testing in a Separate Room accommodation (small group or one-on-one).
North Dakota	**Accommodation:** American Sign Language (ASL): Test content is translated into ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed. Students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content on an assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to 58cess information that is being presented orally. The use of this accommodation may result in the student needing additional overall time to complete the assessment. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally—as long as they are provided with appropriate amplification and the test setting does not have any extraneous sounds that could interfere with clear presentation of the audio on a listening test. Human signer/Sign language/Sign interpretation of test: A human signer signs the test directions to the student. The student may also dictate responses by signing. The student must be tested in an individual or small-group setting.

Ohio	**Accommodation:** Sign language interpreter: Any student who is deaf or has hearing loss may have a sign language interpreter reflecting their IEP accommodations (American Sign Language, Signed English, Cued Speech) for mathematics, science and social studies. For the purposes of statewide testing, sign language is considered a second language and should be treated the same as any other language from a translational standpoint. The test must be signed verbatim. The intent of the phrase "signed verbatim" does not mean a word-to-word translation, as this is not appropriate for any language translation. The expectation is that the interpreter should faithfully translate, to the greatest extent possible, all the words on the test without changing or enhancing the meaning of the content, adding information, or explaining concepts unknown to the student. If a sign language interpreter perceives that a specific sign gives a student the answer or otherwise provides an unfair advantage, an alternate sign or finger spelling should be used. Only students who meet the criteria to have a read-aloud accommodation on the English language arts OST may use this feature for English language arts tests. English/sign translation dictionaries are permissible for use by students and interpreters. For further guidance for sign language interpreters, refer to Appendix F.
Oklahoma	**Accommodation:** Text-to-Speech, Human Reader, or Sign Language Interpretation: Text-to-Speech is built into the online testing client, requires the use of earphones, and may be administered in individual, small group, or regular setting. (All Math, Science, U.S. History tests, and Grades 5 & 8 ELA Section 3 only.) Human Reader reads test directions, test items, and answer choices. This is limited to small group or individualized testing. Sign Language Interpretation may be accomplished by using a separate test booklet in a separate location. Online tests have built in Text-to-Speech functionality. Earphones are required. Students may test with nondisabled peers. Please note: A student should be familiar with the accommodation prior to testing and if they do not use it for benchmark or other online testing platforms throughout the year it may not be appropriate. For online tests, if a Human Reader is required for a student, then the test must be read from the computer screen verbatim. (S1 or S2) is required when utilizing a Human Reader for Online tests. For paper tests (test forms must be the same), tests are read by a Human Reader. Test Administrator uses separate test booklet or reads over a student's shoulder. Small group testing (S1 or S2: 8-10 maximum) is required and test forms must be the same. Students may request items be read more than once.

Oregon	**Accommodation (ELA, Math):** American sign language: Test content is translated into ASL video. An ASL interpreter and the translated test content are viewed on the same screen. Students may view portions of the ASL video as often as needed. Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, though, that some students who are hard of hearing can effectively listen to information presented orally if they are equipped with suitable amplification and placed in an environment that minimizes external noise, ensuring a clear audio presentation during listening tests. **Accommodation:** Signed interpretation: Text is signed to the student by a qualified signed test interpreter using the signed modality that is most familiar to the student following the administration guidelines provided in Appendix A: Guidelines for Signed Interpretation Support. All or portions of the approved content may be signed. While advance access to these online assessments is not available, it is expected the qualified sign language interpreter has prepared to support the student and TA per Appendix A – Guidelines for Signed Interpretation Support – to ensure the reliable and valid provision of this accommodation for students on IEPs and 504 plans in the assessment environment. Student directions are located in the Test Administration Manual. The use of this accommodation may require the use of a separate setting. Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with the clear presentation of the audio in a listening test.

Pennsylvania	**Designated Feature:** Educational Sign Language Interpreter: Interpreters may interpret the online testing tutorial to familiarize students with the allowable tools that may be utilized during the assessment. Interpreters may preview assessment materials up to 3 days prior to test administration in a secure location with a signed Confidentiality Agreement. If students use the online VSL accommodation, the Educational Sign Language Interpreter may be present during the assessment to guarantee access for clarification(s), and/or interpretation(s) as per allowable accommodations. **Accommodation:** Interpret/translate test directions: Sign Language: LEA provides qualified educational sign language interpreter. Video Sign Language version available for Math PSSA & Science PSSA. Interpret/translate Text Dependent Analysis Prompt: Sign Language: LEA provides qualified educational sign language interpreter. The Video Sign Language version is not available for any part of the ELA test. No other part of the ELA test including Conventions of Standard English items, reading passages, and associated short answer and multiple-choice questions may be interpreted or translated. No part of the Keystone Literature exam may be interpreted or translated. Interpreters/translators may not clarify, elaborate, paraphrase, assist, or cue a student through uneven voice inflection or description or through signing and non-manual expressions. For the online test, native language interpreter or educational sign language interpreter may interpret or sign the item as it appears on the computer screen for an individual student. Interpreters/translators must sign the Test Security Certification form (located in the HAC) and the Confidentiality Agreement. Interpreters/translators must be provided with 3 days of dedicated time with access to the test form prior to administration to aid them in preparation for translating the assessment. Interpreters/translators may only access the test in a secure setting; the assessment may not leave the building (any notes necessary to administering the test must not leave the building). They must follow Read Aloud and Scribing Guidelines. Select "Text-dependent analysis prompts signed" or "text-dependent analysis prompts interpreted for EL" as a Presentation Accommodation. Select "Qualified interpreter translated, transcribed, and/or scribed student's signed responses" as a Response Accommodation. Video Sign Language: There is no VSL available for any part of ELA or Literature Keystone tests. May reference the Supplemental Guidelines for American Sign Language (ASL) in the Video Sign Language (VSL) test version.

- The VSL online version is available for the PSSA Math and Science and Keystone Algebra I and Biology assessments.
- Students need to be identified as eligible for the sign language presentation accommodation by the Individual Education Plan (IEP) team, with documentation on the IEP and/or the Communication Plan
- For a student who does not have an IEP, documentation should be included in the 504 Plan or other record.
- Students must use a sign language accommodation during instructional periods and assessments; it should not be used solely during PSSA assessments.
- To access the VSL version, students must first be established in the Data Recognition Corporation (DRC) eDIRECT Test Setup system, with the corresponding VSL accommodation.
- School Assessment Coordinators must indicate on students' eDIRECT record that they have the sign language accommodation for math or science, prior to adding students to an online test session.
- All other test setup for VSL students would be the same as other students testing online with accommodations, i.e., IEP teams and student instructional teams need to ensure that students become familiar with the technological and communication aspects of the assessment process and have practice opportunities to view released test items in sign language format.
- Utilization of the VSL accommodation does not replace students' onsite educational interpreter during the assessment, as he/she is required to be there to provide access for questions and/or concerns.
- Educational interpreters continue to have access to testing materials in a secure location with the requirement they sign the Confidentiality Agreement, in order to prepare accurate interpretations.

School Assessment Coordinator and Proctor:

- Following notification of a student needing the VSL presentation accommodation, ensure there is a dedicated computer that is capable of downloading the large video files and that it meets all of the additional criteria set forth by DRC.
- Allow sufficient time to test the videos and VSL features, e.g., repositioning, pause, and replay.
- Know which students are eligible for the VSL version and specify on their eDIRECT record that they have the sign language accommodation for math or science, prior to adding students to an online test session.
- In advance, identify the number of students who will use the VSL accommodation to ensure recommended numbers for grouping for the sign language interpreter, e.g., up to 5 elementary students per small group; up to 3 secondary students per small group.

	• All persons assigned to the student(s) during testing must sign a Test Security Certification form (located in the HAC). **Accommodation (ELA, Math):** Interpret/translate test items for Math, Science, Algebra I and/or Biology tests: Sign Language: LEA provides qualified educational sign language interpreter. Interpreters/translators may not clarify, elaborate, paraphrase, assist, or cue a student through uneven voice inflection or description or through signing and non-manual expressions. Test items may only be interpreted/translated for Math, Algebra I, Science, and Biology. For the online test, native language interpreter or educational sign language interpreter may interpret or sign the item as it appears on the computer screen for an individual student. Interpreters/translators must sign the Test Security Certification form (located in the HAC) and the Confidentiality Agreement. Interpreters/ translators must be provided with 3 days of dedicated time with access to the test form prior to administration to aid them in preparation for translating the assessment. Interpreters/translators may only access the test in a secure setting; the assessment may not leave the building (any notes necessary to administering the test must not leave the building). They must follow Read Aloud and Scribing Guidelines. Select "Qualified interpreter translated, transcribed, and/or scribed student's signed responses" or "Qualified interpreter translated, transcribed, and/or scribed EL student responses" as a Response Accommodation.

Rhode Island	**Accommodation (Science):** **HUMAN SIGNER.** Human signer for a student who is deaf or hard-of-hearing for general test directions, not test items or reading passages. **SIGN LANGUAGE INTERPRETER.** Sign language interpreters may translate the test questions (items), and response options into American Sign Language, Signed Exact English, or other sign system used by the student in accordance with the Sign Language Accommodation guidance in Appendix G. **Accommodation (ELA, Math):** **SIGN LANGUAGE INTERPRETER FOR GENERAL TEST DIRECTIONS.** Human signer for a student who is deaf or hard-of-hearing for general test directions, not test items or reading passages. **HUMAN SIGNER FOR MATHEMATICS AND ELA TEST QUESTIONS AND RESPONSE OPTIONS ONLY.** A student who is deaf or hard-of-hearing requires a sign language interpreter for test questions and response options: • The test must be signed in accordance with the Sign Language Accommodation guidance in Appendix G. • The test must be administered in a separate setting, either individually or to a small group of 2-5 students, all of whom are receiving this accommodation. **NOTE:** • Under secure conditions supervised by the principal, interpreters may review the test materials once they become available, either online or delivered to the school, for the purpose of preparing to sign the test. Test materials may not be removed from the school or accessed online outside of the school. Interpreters must sign non-disclosure agreements. • If preferred, selected words, phrases, or sections of the mathematics test may be signed, as requested, rather than signing the entire test. • Students must be in separate human signer session in PAN so students receive the same test form. See the SR/PNP Guide for more information. For students who require a human signer for ELA reading passages, see *Human Signer for ELA Reading Passages* **Accommodation (ELA):**

	HUMAN SIGNER FOR ELA READING PASSAGES. A student who is deaf or hard-of-hearing and is severely limited or prevented from reading, as documented in locally administered diagnostic evaluations my need a human signer for the reading passages on the RICAS ELA test. The student must meet all the following criteria: • be virtually unable to read, even after varied and repeated attempts to teach the student to do so (i.e., the student is at the very beginning stages of learning to read, and not simply reading below grade level), due to a documented disability and/or history of early and prolonged lack of exposure to and use of language; and • uses this accommodation routinely, except during reading instruction; and • receives ongoing intervention to learn the skill. **ADMINISTRATION NOTES:** • Under secure conditions supervised by the principal, interpreters may review the test materials once they become available, either online or delivered to the school, for the purpose of preparing to sign the test. Test materials may not be removed from the school or accessed online outside of the school. • The test must be administered in a separate setting, either individually or to a small group of 2–5 students, all of whom are receiving this accommodation. • Interpreters must sign non-disclosure agreements. • Students must be in separate human signer session in PAN so students receive the same test form. *See the SR/PNP Guide for more information.* The test must be signed in accordance with the Sign Language Accommodation guidance in Appendix G.

South Carolina	**Accommodation:** American Sign Language (ASL): Test content is translated into ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed. Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio in a listening test. Human signer/Sign language/Sign interpretation of test: A human signer will sign the test directions to the student. The student may also dictate responses by signing. The student must be tested in an individual or small group setting.
South Dakota	**Designated Feature:** Translated test directions in American Sign Language (ASL): Test directions that include test administration scripts are translated into ASL video. The ASL human signer and the signed test content are viewed at the same time. Students may view portions of the ASL video as often as needed. Some students who are deaf or hard of hearing and who typically use ASL may need this support when accessing text-based directions in the assessment. The use of this designated support may result in the student needing additional overall time to complete the assessment. **Accommodation (ELA, Math):** American Sign Language (ASL) (for ELA Listening items and math items): Test content is translated into ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed. Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio in a listening test.

Tennessee	**Accommodation:** Oral/signing presentation: Oral presentation (read aloud, Text to Speech, or signing) is an accommodation available to students with an IEP, 504 plan, or English Learner ILP if the IEP, 504 or ILP team determines that oral or signing presentation is required for the student to access the assessment. Students who communicate with sign language may have a human signer as an accommodation. The human signer will read the assessment using the conventions of the student's sign language (e.g., American Sign Language [ASL]). The following questions should be used by the IEP, 504, or ILP team to help determine if a student's disability and/or limited English proficiency is significant enough to warrant oral presentation. For a student with a visual impairment, the IEP team must consider the impact of the visual impairment on the student's ability to access printed text. Questions a team may want to consider in discussions determining oral presentation include: • Does the student have a documented decoding or fluency deficit which precludes access to printed text? • For students with an IEP, does the student have a goal to address the deficit listed in the present level of educational performance? • Is the student engaged in intensive intervention through their IEP, 504, or ILP to address the specific deficit? • For students identified as active EL, does the student show limited reading ability in English? NOTE: EL students who score a 4, 5, or 6 on the reading portion of WIDA ACCESS for ELs from the prior testing year should be considered reading at grade level; therefore, a read aloud accommodation should not be necessary.

Texas	**Designated Feature:** Oral and Signed Administration: This designated support allows test material to be read aloud or signed to a student. All references in this document to reading support during an oral administration also apply to oral interpretation (e.g., lip reading) and signing during a signed administration. An online oral or signed administration is administered via text-to-speech (TTS) or ASL videos. A student may use this designated support if that student routinely and effectively uses the designated support during classroom instruction and classroom testing and meets at least one of the following criteria: • the student is a current emergent bilingual (EB) student and takes a State of Texas Assessments of Academic Readiness (STAAR®) test in English, • the student is identified with dyslexia or a related disorder per Texas Education Code §38.003, or • the student has documented evidence of reading difficulties. **NOTE:** An EB student taking STAAR Spanish may be eligible for an oral administration if the student meets either of the requirements noted in the last two bullets and if a committee other than the language proficiency assessment committee (LPAC) determines the student to be eligible. Several types of oral administration are available. All guidelines for providing an oral administration apply to online, paper, and braille administrations. To become familiar with the functionality of online tests, students should practice using the tools in the Practice Test Site (https://txpt.cambiumtds.com/student). It is the responsibility of the appropriate team of people at the campus level (e.g., ARD committee, ARD committee in conjunction with LPAC, Section 504 committee, RtI team, student assistance team) to determine eligibility and to document the level of reading support the student needs in the appropriate student paperwork. **Oral Administration of STAAR Paper Tests, STAAR Spanish Paper Tests, and STAAR Braille Tests** The Oral Administration designated support should be provided only to an eligible student by a test administrator who has been trained in the procedures specific to oral administration. The test administrator may use one of the following approaches: • read parts of the test questions and answer choices at student request, or • read all test questions and answer choices in the order they are presented. Test administrators must be made aware of the level of reading support each student is to receive and whether the student is permitted to change the level of reading support during testing, based on documentation in the student's official record.

STAAR and STAAR Spanish Online Tests For students taking an online assessment, TTS is offered as an online option for oral administration. The TTS tool allows an eligible student to receive one of two different levels of reading support while testing. As determined by the appropriate committee, the student may:

- select any or all eligible test questions (including constructed-response questions) and answer choices to be read aloud using the TTS tool, or
- have all eligible parts of the test be automatically read aloud by the auto-TTS tool in the order they are presented.

Test administrators must be made aware of the level of reading support each student is to receive so that they may confirm that the appropriate level of reading support was set prior to testing and provided based on documentation in the student's official record.

Signed Administration and ASL Videos

Before conducting a signed administration for students who are deaf or hard of hearing, test administrators should read the specific guidelines for signing test content that are included in the General Instructions for Administering State Assessments to Students Who Are Deaf or Hard of Hearing (https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2793210895).

ASL videos are offered as an online option for a signed administration, allowing the student to independently select and change the level of signing support during test administration. It is important to note, however, that ASL videos are available only for test questions and revising passages in English and are not offered on Spanish tests or for content and language supports (i.e., pop-ups and rollovers). To provide appropriate support, the test administrator may sign test content in the same way as is done for paper tests and in the communication mode the student is most familiar with.

Special Instructions and Considerations:

- A student who uses this designated support may need to complete the test in a setting that is separate from other students in order to eliminate distractions and ensure the confidentiality of the test.
- Any type of oral administration in which the test administrator must view a secure state assessment requires that the test administrator sign a specific part of an Oath of Test Security and Confidentiality. (https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2793212967) Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.

	• It is the responsibility of the district and campus to determine the most appropriate way to group students in order to provide a proper test administration. • When providing an oral administration to a student taking a braille test, including STAAR online with screen-reader support for refreshable braille displays, test administrators should refer to the braille secure test instructions shipped with the braille materials. • Students for whom the LPAC recommends use of this support for any reading language arts (RLA) assessments may not be reclassified at the end of the school year. In addition, LPACs may not recommend designated supports for an EB student whose parents have denied bilingual or English as a second language (ESL) services. However, EB students who are approved by a different committee to receive this support for reasons other than English language acquisition (such as a disability or documented academic or literacy difficulties) may be considered for reclassification at the end of the school year. • The revising passages and test questions in a paper test booklet for STAAR RLA tests may be read aloud to eligible students. The revising sections of the test will be identified with footers in the paper test booklet and cover sheets in the braille test booklets so that the test administrator knows which sections they may read aloud. Test administrators may **NOT** read aloud any part of the editing section (passages nor test questions) on the RLA tests. • Reference materials and dictionary entries embedded in the online testing platform are not read aloud by TTS; however, a test administrator trained in Oral Administration procedures may read these aloud at the student's request. • For situations when a student experiences an unexpected or emergency situation (e.g., broken arm, broken glasses) immediately before the assessment, refer to the Accommodations in Unexpected or Emergency Situations (https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/2849931387) policy.

Utah	**Resources for All Students (Universal Feature):** Directions – Signed: Directions may be signed by a certified interpreter. Clarification of directions is not allowed on any assessment. ("Directions" refers only to non-item content that appears at the beginning of the test or between testing sessions. The resource does not refer to the item's stem, directions for answering a specific question, etc.) **Accommodation:** Sign language: Some students who are deaf or hard of hearing may need assistance accessing text-based instructional or assessment content. Access for these students is typically provided through American Sign Language (ASL). Please refer to the USBE Interpreter Guidelines (https://schools.utah.gov/file/af2f237b0f7a-4ee2-9487-f918352825a7) for more information and guidance.
Vermont	**Accommodation:** American Sign Language: Update in ADAM. On Accommodations page under Form-Based Accommodations. Select American Sign Language from the Sign Language dropdown. Or update via the Student Accommodation Upload file. Refer to the Vermont Student Accommodation Upload Values 2023 document for field name descriptions and accepted values. During testing: The ASL video player is a pop-up window the student can position anywhere in the item. The student can start and stop the ASL video and use the slider bar to move forward and backward in the video.

Virginia	**Accommodation:** Interpreting/Transliterating Accommodation (sign language, cued speech) Test Directions Delivery: Testing sessions for students who are deaf or have a hearing impairment and who normally communicate in sign language or using cued speech may include a qualified interpreter or transliterator for testing directions or to interpret/transliterate questions answered by the Test Examiner. Interpreting/Transliterating Accommodation on Mathematics, Science, History/Social Science, and Writing Assessments: Students who are deaf or have hearing impairments and who normally communicate in sign language or using cued speech may be given access to state assessments using the interpreting/transliterating accommodation provided by a qualified interpreter or transliterator. This accommodation may be provided as specified in the IEP or 504 Plan for Mathematics, Science, History/Social Science, and Writing tests. The Interpreter/Transliterator may interpret/transliterate test directions, sample items, and questions regarding the mechanics of testing directed to and answered by the Examiner. For these content areas, the accommodation may also be provided for test items interpreted/transliterated directly from assessments (paper or online formats including Computer Adaptive Test) or from items read to the student by Test Examiners. The student's IEP Team or 504 Committee should determine the best method to provide the student with hearing impairments or deafness access to assessment items. Interpreting/Transliterating Accommodation on the Reading Assessment: Students who are deaf or have a hearing impairment may be considered by school divisions for the interpreting/transliterating accommodation on the Reading assessment because of difficulty distinguishing phonemes, which is a part of the decoding process. Eligibility must be determined by a diagnostic tool or instrument administered by a qualified professional. If a student who is deaf or hearing impaired is found eligible for the interpreting/transliterating accommodation because his/her hearing impairment severely limits the ability to decode text, the test would be administered through an interpreter if that student uses sign language as his/her method of communicating. Interpreting/Transliterating Guidelines for Computer Adaptive Tests (CAT): Test questions presented to students during a computer adaptive test are selected by the computer based on the student's response to each question. Follow the Guidance for Interpreting/Transliterating a Computer Adaptive Test provided in Appendix B of the Test Implementation Manual.

Washington	**Accommodation (ELA, Math):** American Sign Language (ASL): For ELA listening items and math items only. Test content is translated into ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed. Some students who are deaf or hard of hearing and who typically use ASL may benefit from having this accommodation available when accessing text-based content in the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio in the listening stimuli and items. **Accommodation (Science):** American Sign Language (ASL): District provides student access to the assessment through a trained adult interpreter. Test directions and content is translated by a human signer into ASL. The human ASL signer and the test content (online or paper) are viewed by the student. The adult interpreter adheres to the GAAP Sign Guidance. Some students who are deaf or hard of hearing and who typically use ASL may benefit from using the ASL accommodation when accessing text-based content in the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information.

West Virginia	**Accommodation:** Test presented through sign language, locally provided, excluding ELA passages: For WVGSA a trained examiner may present directions in ASL or Signed Exact English (SEE). For students who have a hearing loss and use sign language as the primary mode of communication. Locally provided interpreters, certified (in accordance with Policy 5202), are allowed – in lieu of the ASL videos when IEP documentation indicates ASL is not the student's primary language or for EL students. Educational sign language interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words, intent of test questions, or responses to test items. A student's teacher should not serve as the interpreter/translator in a testing situation unless a second person is present to monitor for quality and fairness. Student must be in a one-to-one setting with an adult (T10). Directions presented through sign language, locally provided: A qualified examiner presents test directions in sign language. Certified (in accordance with Policy 5202) locally provided interpreters are allowed in lieu of the American Sign Language videos when IEP documentation indicates ASL is not the student's primary language. Students who have a hearing loss and use an interpreter for instructional presentation of materials and directions. For students who have hearing loss who receive this accommodation from an interpreter. Educational sign language interpreters must not clarify, elaborate, paraphrase, or help with the meaning of words, intent of test questions, or responses to test items. A student's teacher should not serve as the interpreter/translator in a testing situation unless a second person is present to monitor for quality and fairness. This accommodation can be provided in the regular session in the back of the room (or wherever it is typically provided to the student for classes).
Wisconsin	**Accommodation:** Video sign language (VSL) (Not allowed for passages in the ELA Reading session): Online delivery of test content in American Sign Language (ASL) is presented as a pre-recorded embedded video of a human signer. Students activate the VSL and can view as often as needed using the controls provided. VSL is available for mathematics, science, social studies, and ELA (not allowed for passages in the ELA Reading Session.) The pre-recorded VSL allows for standardization and consistency in administration of the sign language accommodation. Students who are deaf or hard of hearing and who typically use ASL may utilize this accommodation when accessing audio and text-based content in the assessment. In-person sign interpretation services or direct communication of the test content in sign language is not an allowable accommodation and invalidates the assessment. A sign language interpreter is allowed to sign scripted directions from the test administration manual that proctors read to students prior to testing.

Wyoming	**Accommodation (ELA listening items):** American Sign Language (ASL) (for ELA listening items): Test content is translated into ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed. Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio in a listening test. **Accommodation:** Alternate forms of Sign Language by a human signer: Per the IEP or 504 Team some students may use SEE (Signing Exact English) or CASE (Conceptually Accurate Signed English, also called PSE). Presented by a Certified Educational Interpreter currently signing for the student. In addition to providing Sign Language by a human signer, some students may need to be in close proximity to the signer in order to lip read while reading sign. For students using this signing system in the classroom via a human signer.

Footnotes

- **[1]**
  States' accessibility policies on signed administration were obtained through the examination and analysis of publicly available information, including accommodations manuals or other policy documents, on state department of education websites. The policies were gathered from states' websites between February and March 2022.The information in the tables from each state was coded based on information in the state policy.

- **[2]**
  Universal Features are available to all students as they access instructional or assessment content. *Designated Features* are available to any student as long as an educator (or team of educators, with student and parent input) indicates that they would be helpful given the student's characteristics and needs. *Accommodations* are changes in procedures or materials ensure equitable access to instructional and assessment content and generate valid assessment results for students who need them. Accommodations are generally available to students for whom there is documentation on an individualized education program (IEP) or 504 accommodations plan; some states also have offered accommodations to English learners.

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Quanbeck, M., & Lazarus, S. S. (2024). *Signed administration: States' accessibility policies, 2023 (NCEO Accommodations Toolkit #24b.1)*. National Center on Educational Outcomes.

NCEO is supported through a Cooperative Agreement (#H326G210002) with the Research to Practice Division, Office of Special Education Programs, U.S. Department of Education. The Center is affiliated with the Institute on Community Integration at the College of Education and Human Development, University of Minnesota. Consistent with EDGAR §75.62, the contents of this report were developed under the Cooperative Agreement from the U.S. Department of Education, but do not necessarily represent the policy or opinions of the U.S. Department of Education or Offices within it. Readers should not assume endorsement by the federal government. Project Officer: David Egnor